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ABSTRACT

The study attempted to aid 8th grade students with an awareness and appreciation of their environment. A total of 30 volunteers, 7 girls and 25 boys, were used. Ages ranged from 12-15 and the volunteers were a random sampling of the population. Orientation and evaluation sessions were held the day before and after each exercise. Objective and self evaluation of the individual's and group's reactions to problems and stress helped determine the effectiveness of the program. Some conclusions were: (1) brigades were forced to work together as a team or suffer discomfort; (2) individuals learned to overcome some natural obstacles: extreme cold, slush, winds, hilly terrain, heavy underbrush; (3) participants were extended in covering the proposed route in the alloted time. Ten recommendations were listed, such as (1) the program is successful in strengthening individual character and (2) the program should be run in 4 phases for the 1972-73 school year to accommodate all grade 8 pupils that wish to be involved. (FF)

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VOYAGEURS '72

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AN ADVENTURE PROGRAM FOR EIGHTH GRADE PUPILS.

MARKS STREET SCHOOL

ATIKOKAN, ONTARIO, CANADA

by G. H. SAVOY

O. T. E. 525

AN INDEPENDENT STUDY

for: Dr. Orville Jones,
Lorado Taft Field Campus,
Northern Illinois University

SUMMER 1972

RC 007495

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CHAPTER I

I. PURPOSE OF THE STUDY

Young people at the eighth and ninth grade level stand out as being quite different from their pre-teen and later teen associates. This is a period of rapid physical growth, body changes, social activity and value forming. The youngster at this age is in turmoil and is easily impressed and influenced by the news-media and attention-gaining stunts so prevalent today. He needs to know his own capabilities and limits in order to help him judge others.

Can our schools provide a program for this age group - a program which can aim at the following:

1) Can we increase the youth's awareness of his immediate natural environment - and help him to use but not abuse it?
2) In this part of the country, the majority of the population hibernate during the six-month winter period. Can we teach youth to live in and enjoy this climate - or whatever climate his environment offers him?
3) Although the shift still seems in favor of rural to urban living, the attitude toward rural is changing, and more of today's population is well aware of the values of the country or wilderness. Can we aid in preparing tomorrow's adult society for the move closer to nature?

4) This youth relies too heavily on society - his parents, teachers, the law, welfare - for protection; it is not necessary for him to cope with problems that face him - society is always there willing to have him fall back on them. Can we help him develop self-reliance?

5) Can we develop some perseverance in the youth so that he doesn't back up at the first sign of adversity?

6) Can we develop in the youth more maturity in reacting to "do or die" situations?

7) Can we help the youth realize that he is responsible for his actions and that these actions have an effect on the performance and needs of others?

8) Can we develop a more responsible youth with respect and consideration for the rights and needs of others?

9) Will Durant in MANSIONS OF PHILOSOPHY states:

> "The masses don't accomplish much, they follow the lead of exceptional people."

Can we develop in the youth more self-confidence and ability to think for himself, and more of a desire to lead than to passively follow?

10) Can leadership be developed fully enough in the classroom, or is there a need for dire mental and physical stress?

It seems that in order to attack this problem in the school, we need to extend our sphere of operation beyond the

four walls of the classroom.

Our school system presently offers two programs making use of the natural setting which have a great deal of success in pupil response and behavioral growth. For our fifth and sixth graders we offer a camping program, while our eleventh graders are exposed to an adventure type program called "Outers". It is from being involved in these two programs for several years that I am able to see the value in "have-to" situations for pupils - situations which force them to respond - and that response creating the subsequent situation.

If we put the pupil in a real-life situation with real-life problems, can we effectively accomplish some of the previously listed goals?

II. POPULATION USED

The problems already mentioned are apparent in our eighth graders and so we set up the program to involve some of these people.

We could not force pupils to be involved in a program outdoors which extended them physically, mentally, spiritually, and sometimes placed them in danger. We could take only volunteers.

We set up an elective type program for our 120 eighth graders, and gave them their choice of program to follow through for eight consecutive Tuesday mornings.

We were flooded with volunteers for our "Voyageur" program (the name we gave to the outdoor adventure type program we set up to attack these problems). We had to limit the number to thirty, a figure that another staff member and I felt that we could safely handle.

The group was made up of seven girls and twenty-three boys (our second attempt at the program in the spring had twenty-three girls and seventeen boys). The low number of girls is undoubtedly due to the lack of desire in girls to battle the cold weather.

These pupils range in age from twelve to fifteen, with the great majority of them being thirteen and fourteen. They represent no particular socio-economic, intellectual, or academic group, being a random sampling of the eighth grade population.

The two staff members involved in the program are both extremely outdoor oriented. One is counselor in the school and has an exceptional understanding of, rapport with, and empathy for the pupils. He is also a self-made biologist, geologist, and astronomer with a keen sense of aesthetic value for nature. The other staff member is myself - principal of the school and Outdoor Education Coordinator for the system.

III. METHOD OF HANDLING ASSESSMENT OF THE PROGRAM

Since behavioral growth is difficult to measure precisely

by means of an evaluation instrument, the collection of data seems not possible. There are no normative groups with which to compare results of the study.

Orientation and evaluation sessions were held the day before and the day after each exercise.

Objective and self-evaluation of the individual's and group's reaction to problems and stress aid in determining the effectiveness of the program.

The study of growth and behavioral changes is an ongoing progression with each exercise.

Skill improvements are easily noted.

A written evaluation by participants was made at the end of the program. The guide to aid the participants to organize their thinking is attached in Chapter II along with a collation of comments by the participants.

IV. LIMITATIONS

The lack of normative groups with which to compare, and the lack of an evaluation instrument are limitations already mentioned.

Little has been written on adventure type programs beyond the basic organization and running of the program.

We are only able to operate the program on a half-day basis. This is limiting in that narrows our challenge possibilities and does not allow some natural problems to really take hold of the individual: cold, heat, insects, distance, fatigue.

The demand by pupils to be involved in the program forced us to narrow our study. In order to accommodate the entire school population wishing involvement, we were forced into eight week blocks. We feel our study would have more scope by involving the pupils over the entire year.

The coeducational aspect of our program has a lessening effect on the challenges we are able to present the boys.

V. REVIEW OF LITERATURE, OTHER PROGRAMS

Little literature is available. However, much has been put down on paper concerning our own "Outers" program in the High School. This material was invaluable in helping to set up this program.

Being involved in our camping experience for fifth and sixth graders has given us insight into how pupils react or may react to the natural setting. We had some frame of reference which enabled us to be fairly accurate in our expectations of pupil capabilities, response, and behavior.

CHAPTER II

THE PROGRAM

More than thirty pupils (the self-imposed limit) wanted to be involved in the program. The cold weather of January and February made some of them withdraw, and we cut the remainder of the group down to thirty by lottery. Those dropped from the winter program were given first choice at being involved in the spring program.

We picked four brigade leaders - pupils who had displayed leadership in other areas and whom we felt would supply the necessary leadership for this program. These leaders picked their own brigade members. We came out with brigades of seven and eight pupils each - three brigades of boys and one brigade of girls (by their own choice).

Our exercises started on January 18, 1972 and ran for eight consecutive Tuesday mornings until March 7, 1972. As far as the pupils were concerned, each exercise contained three time periods: orientation meetings on Mondays, the actual exercise on Tuesdays, evaluation meetings on Wednesdays.

Little school time was used for the programs. Orientation and Evaluation meetings were held on pupil time.

Most exercises started at 7:00 A.M., and some started at 6:30 A.M. We were hard-pressed on many occasions to be back to school for the start of afternoon classes at 1:00 P.M.

ORIENTATION MEETINGS:

These meetings were held on the day prior to the exercise day. Pupils did not find out the extent of the exercise until that time. We wanted pupils to react to the situations on the spur of the moment. We felt by making them aware of the exercise too soon, some enthusiasts would be out making reconnaisances before the exercise (some of our least valuable experiences were ones where pupils had been in the area before and were able to lead the group out without map and compass). The group was presented with an exercise and a route with a starting point and a goal. Pupils were issued new maps for each exercise. Discussion was centered on the most effective way of completing the exercise.

Much discussion took place on group, brigade, and individual requirements.based on speculation on what to expect and the experience of past exercises.

Individual Requirements:

- pack sack
- tea, cocoa, etc.
- cup
- energy food for snack (candies, etc.)
- extra socks, mitts, sweater or jacket or vest
- matches, fire starter or candle
- pocket knife or sheathed knife
- string
- adhesive tape
- safety pins

Individual Requirements continued.

- band-aids
- snowshoes, lampwick, harnesses
- compasses
- maps.

Brigade Requirements:

- 2 axes,
- 1 saw,
- 2 or 3 billy cans.

A word about Clothing:

- parka
- wind proof jacket or vest
- wear layers
- boots compatable with snowshoes.

We also discussed to some length the goals of each exercise.

General Goals For All Exercises

a) To reach destination, and return to starting point, as a complete group.

b) Brigades to position themselves near shore, light fire, have hot drink, clean up area, ready to leave in 1/2 hour.

c) Determine distance travelled, and rate of travel.

d) Use lake and land reference points, as well as compass, to determine direction of travel.

e) Familiarize selves with winter lake travel.

f) Break snowshoe trail by brigades. Develop method for cooperative approach to this.

g) Be aware of natural phenomenon, wildlife and wildlife signs - inform each other.

h) Develop a feeling for proper clothing - warmth, manoeuvrability.

i) Develop efficiency in handling snowshoes.

THE EXERCISES:

One of the aims of the group was to survive together and tackle problems presented by the environment as a group or as a number of small groups.

Exercises were set up to provide pupils with various challenges. Some challenges would only be met on specific exercises, while some would be met on every exercise.

Some of the challenges the group would encounter would be provided by:

- weather
- terrain
- distance
- snow and ice conditions
- navigation
- the unforeseen.

Exercises were set up to provide a spiral learning situation with a new challenge or skill introduced at each exercise.

The situations or skills were introduced in the following order, and of course were met continually after their introduction.

1. Movement on snow
   Movement with snowshoes
   Land travel
   Lake travel
   Dressing for weather
   Following a trail
   Using a compass
   Building a fire
   Functioning as a unit
   Functioning as a group within the unit
   Awareness of natural phenomenon

2. Coping with extreme weather conditions
   Breaking trail with snowshoes over rough terrain
   Awareness of position
   Coping with the unforeseen - an accident

3. Using a map
   Breaking trail with snowshoes on a lake
   Coping with slush conditions
   Keeping up

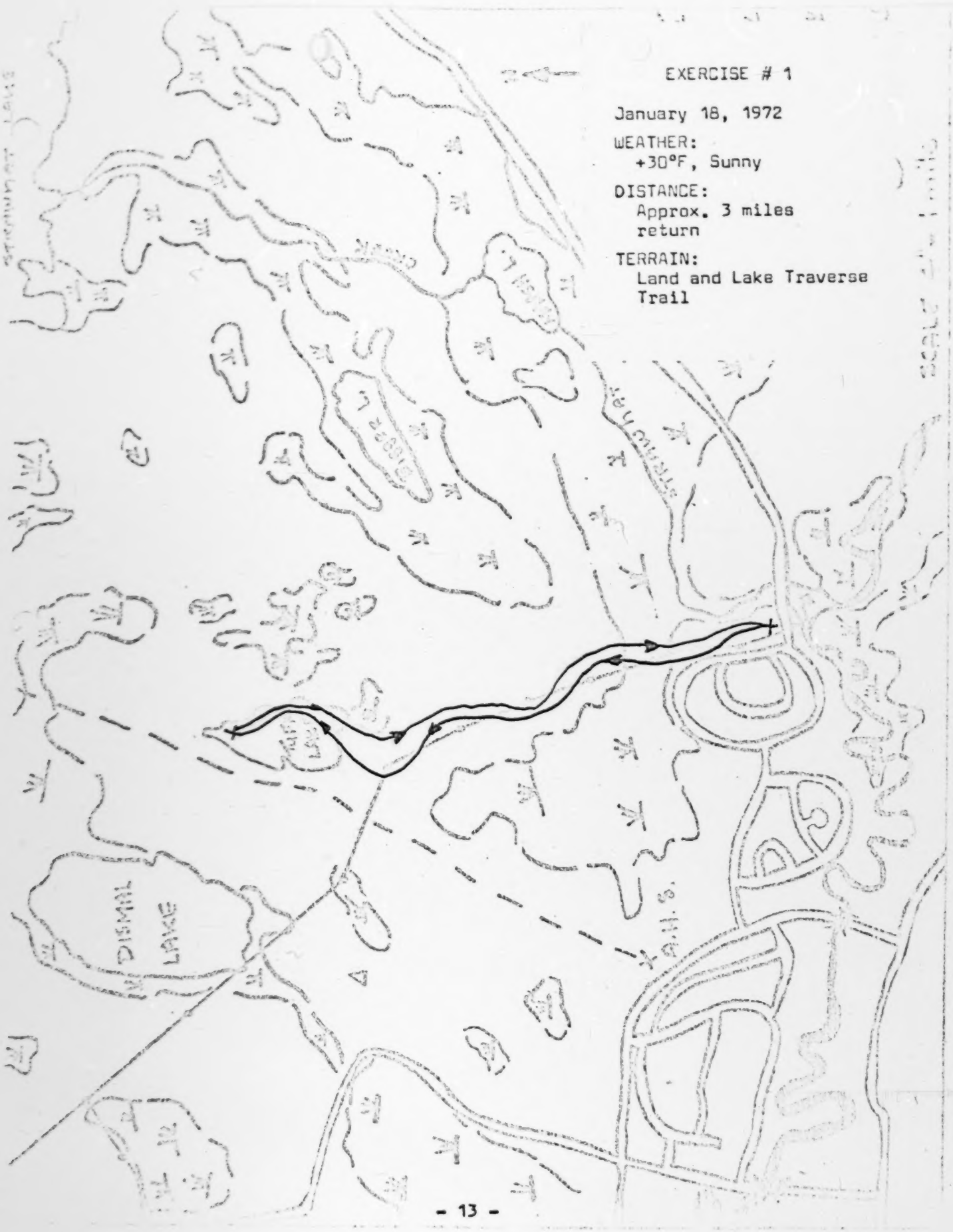
4. Split unit to travel in different directions
   Rendezvous at a place and time
   Compass and map usage
   Early morning travel (before light)

Each exercise had its own characteristics and I will briefly outline the physical setting and events that took place. This, along with the maps for each exercise should give a fair picture of the challenge.

All movement on exercises was done by snowshoe.

EXERCISE # 1 - TUFF LAKE

An easy exercise along a packed trail. Weather was uncooperative (too fine). Some pupils were unable to keep up because of snowshoe trouble. Group did not function as a unit, much confusion taking place. Brigades had difficulty in getting a fire going, preparing a hot drink, killing the fire, cleaning the area, and being ready to go in the thirty minute time allotment. Pupils did experience difficulty with heat on trip homeward.


EXERCISE # 1
January 18, 1972
WEATHER:
+30°F, Sunny
DISTANCE:
Approx. 3 miles
return
TERRAIN:
Land and Lake Traverse
Trail
DISMAL
LAKE

EXERCISE # 2 - RAWN RESERVOIR

Due to high winds and -30°F temperature it was decided not to do a planned lake traverse because of the danger of frost-bite. We chose to do a land traverse where we would be shielded from winds and the temperature in the forest would not be as low as on an open lake.

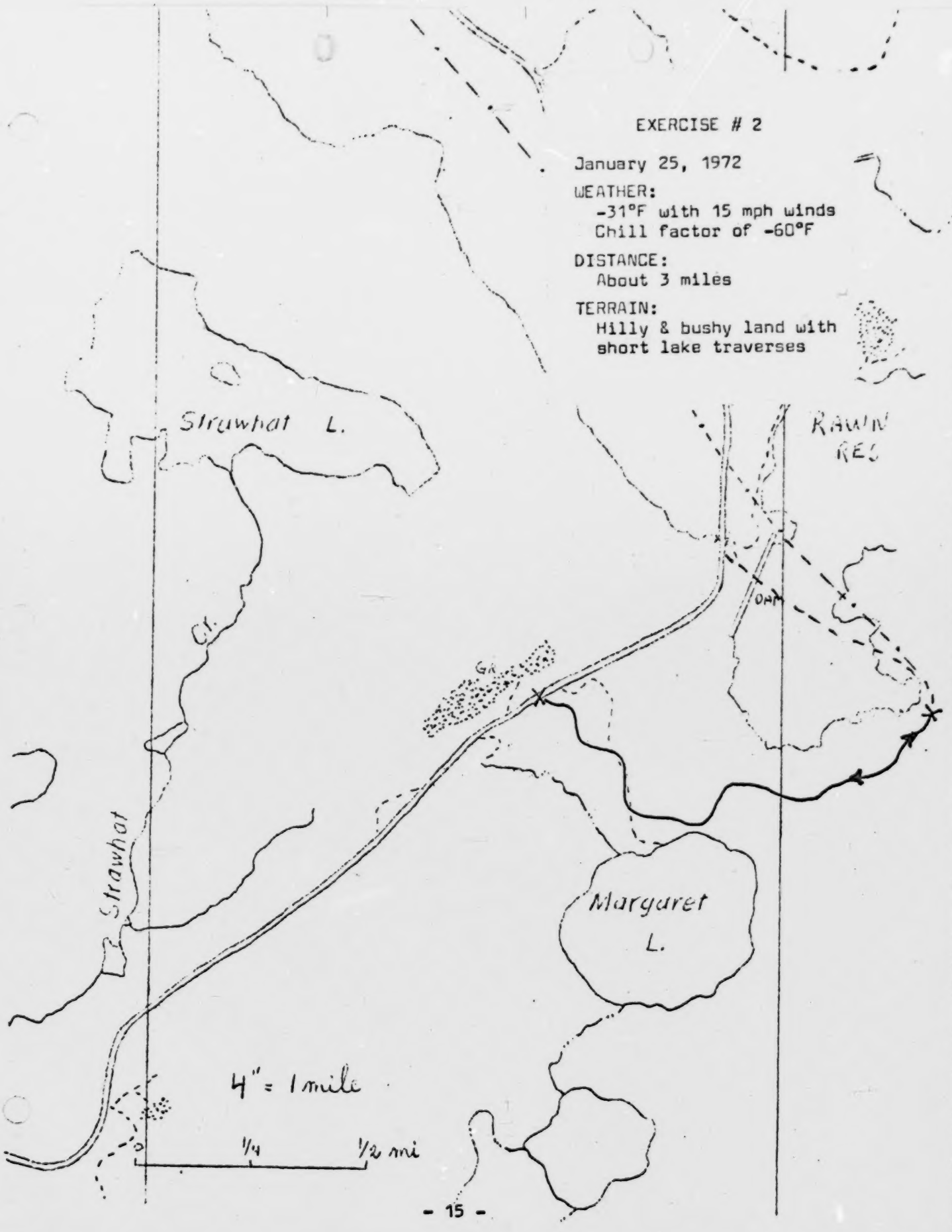
It was dark when we put on snowshoes and many pupils had difficulty putting them on. The extreme cold would not allow your fingers to be bared for longer than five seconds.

Problems were encountered with breaking trail in deep snow and on hilly terrain.

Much snowshoe trouble was experienced, and with the repeated stopping to wait or assist, many got extremely cold.

An accident caused us to turn around and head back. It was necessary to fashion a stretcher of two poles cut from trees and a jacket. One member had to be stretched out.

The extreme cold created much discomfort and two pupils, one staff member suffered frostbite.


EXERCISE # 2
January 25, 1972
WEATHER:
-31°F with 15 mph winds
Chill factor of -60°F
DISTANCE:
About 3 miles
TERRAIN:
Hilly & bushy land with
short lake traverses
Strawhat L.
RAWN RES
DAM
GR
Ck.
Strawhat
Margaret L.
4" = 1 mile
1/4
1/2 mi

EXERCISE # 3 - LEROME LAKE

Trail had to be broken over fresh snow and slushy conditions.

Pupils at first were unable to locate the entrance to the small lake we were looking for, and to all intents and purposes were lost. It was necessary to backtrack and re-look at the whole situation. Much confusion resulted, but one or two of the stronger leaders took charge.

All but the girls brigade were able to get a good fire going, and the girls were left behind to catch up after the break.

EXERCISE # 3

February 1, 1972

WEATHER:
-10°F, cloudy

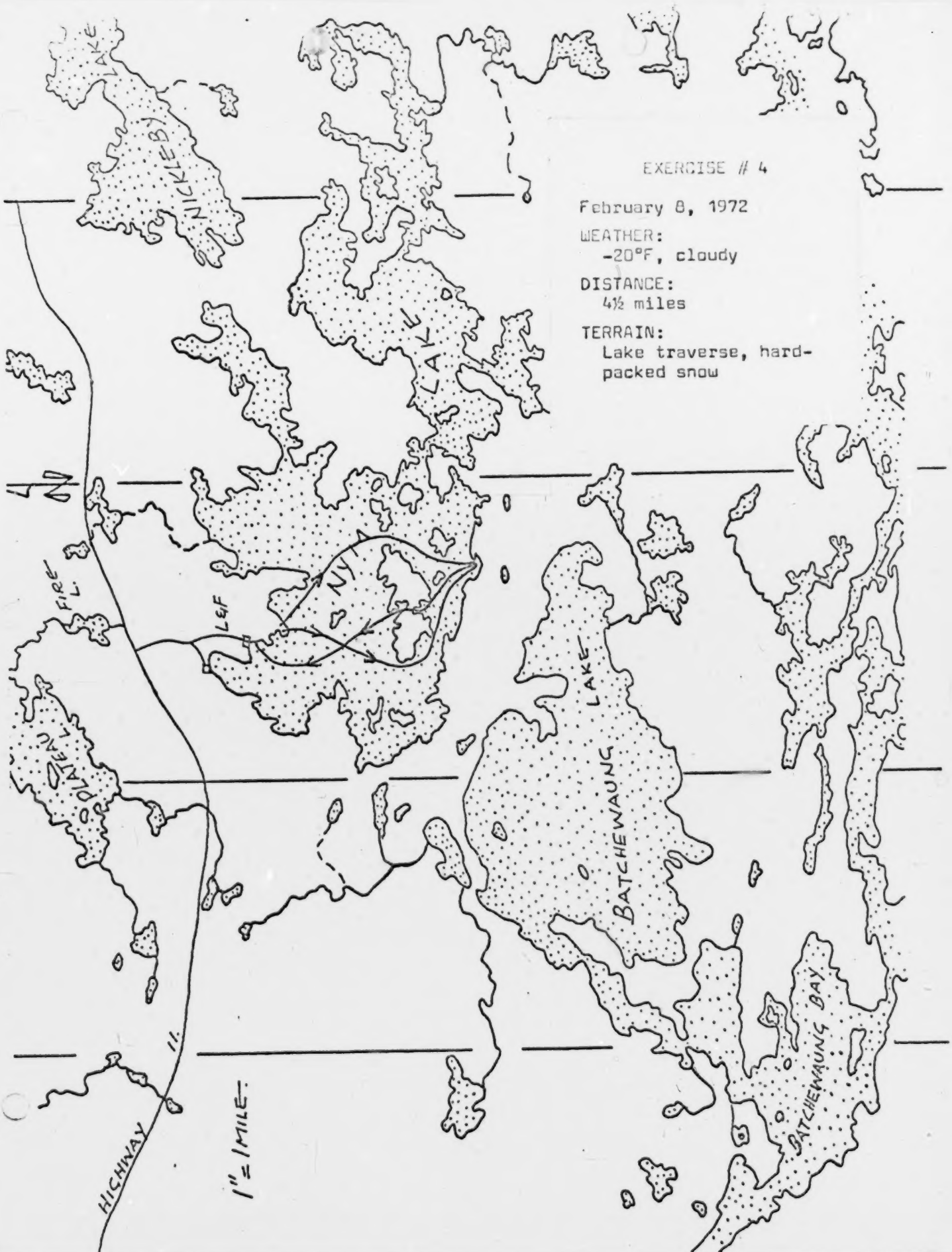
DISTANCE:
About 3½ miles

TERRAIN:
Lake traverse - slushy

EXERCISE # 4 - NYM ISLAND

All brigades started at the same point, but two went in one direction and two in another. Using a map and compass, the two groups were to traverse Nym Lake on different sides of Nym Island, and rendezvous in a bay on the south shore of the lake. This was accomplished satisfactorily.

After the break, as one unit, the group crossed Nym Island and finished at the Lands and Forests Ranger Base on the north shore. The long trip stretched out the snowshoers, and again they did not move as a unit. Many girls were stragglers.

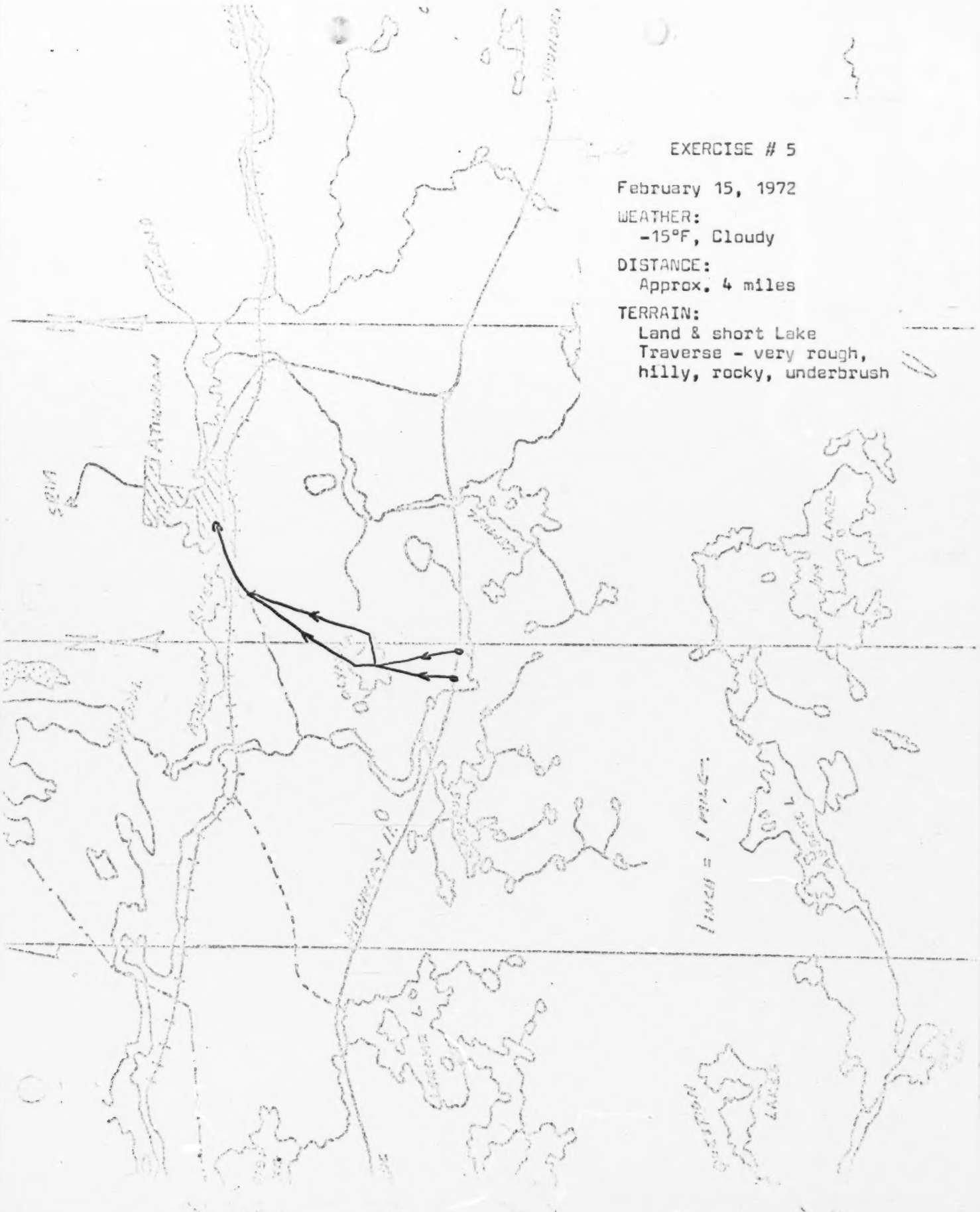

EXERCISE # 4
February 8, 1972
WEATHER:
-20°F, cloudy
DISTANCE:
4½ miles
TERRAIN:
Lake traverse, hard-packed snow
NICKLEBY LAKE
NYA LAKE
LEAF
FIRE
PLATEAU
LAKE
BATCHEWAUNG
BATCHEWAUNG BAY
HIGHWAY 11
1" = 1 MILE
N

EXERCISE # 5 - HIGHLAND PARK

The aim of the exercise was to reach Atikokan by a land and lake traverse starting from a highway a few miles south of the town. Two brigades started at one point and two at another, and they were to rendezvous at a lake which theyddid successfully. The girls again had difficulty in getting a fire going.

After the first rendezvous, the two groups again went separate ways and were to again rendezvous at a point near the end. This rendezvous never took place. The girl's brigade held their group up so badly, they were late arriving back at the school. This caused some concern as to their whereabouts.

Travel overland was over steep hills and through heavy underbrush.



EXERCISE # 5

February 15, 1972

WEATHER:
-15°F, Cloudy

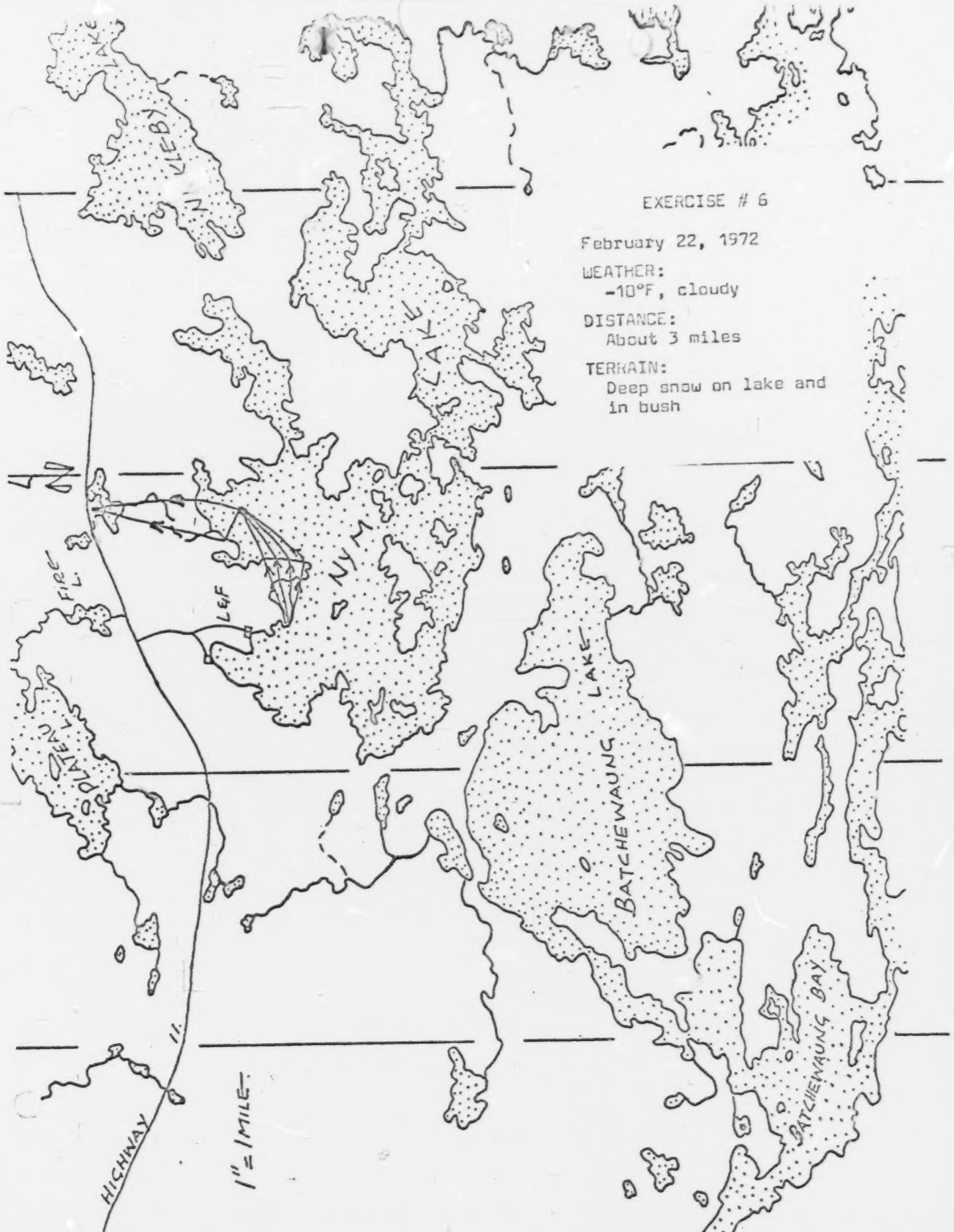
DISTANCE:
Approx. 4 miles

TERRAIN:
Land & short Lake Traverse - very rough, hilly, rocky, underbrush

EXERCISE # 6 - NYM-GILBERT LAKES

Each brigade was given a compass bearing to follow on a lake-peninsula-lake traverse with a rendezvous at an island. From the island the unit broke into two groups for a land traverse to Gilbert Lake and a rendezvous. This failed as the groups met halfway to the rendezvous spot - one group had taken inaccurate compass readings.

On this trip we no longer had a girl's brigade. We had two boy's brigades and two mixed brigades.


EXERCISE # 6
February 22, 1972
WEATHER:
-10°F, cloudy
DISTANCE:
About 3 miles
TERRAIN:
Deep snow on lake and in bush
VLEBY LAKE
NYMAN LAKE
LEIF
PLATEAU
BATCHEWAUNG LAKE
BATCHEWAUNG BAY
HIGHWAY 11
1" = 1 MILE

EXERCISE # 7 - SNOW-ICY-ABIE-FOTHERINGHAM LAKES

Brigades moved very quickly over these lakes with perfect navigation and good unity.

Fires were going quickly and hot drinks were ready in short order.

This was a very efficient trip by an enthusiastic group.

Some horseplay was evident towards the end of the trip.

EXERCISE # 7

February 29, 1972

WEATHER:
-15°F, sunny

DISTANCE:
About 4½ miles

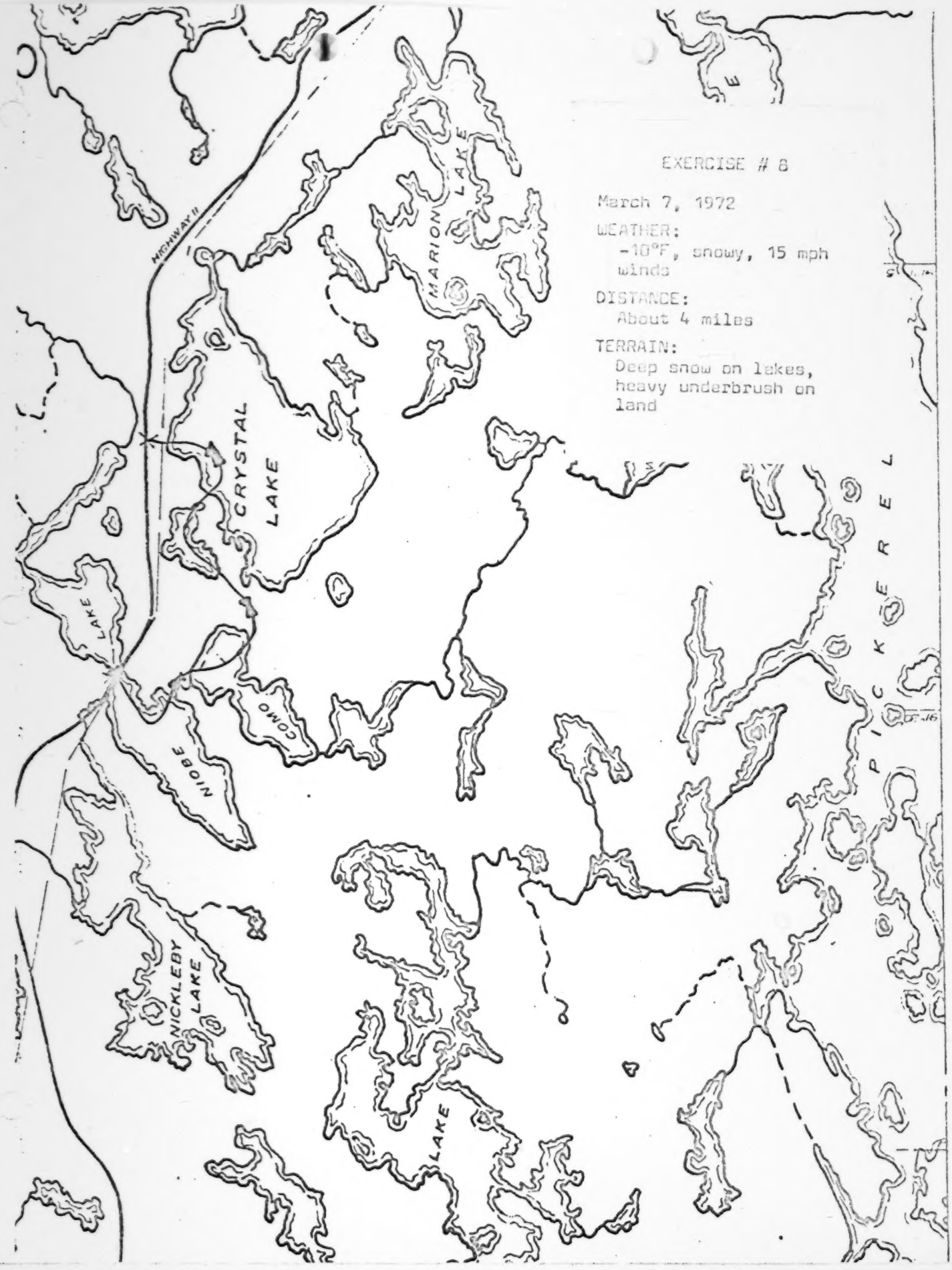
TERRAIN:
Lake traverses
- hard packed snow
- easy travelling

EXERCISE # 8 - NIOBE-COMO-CRYSTAL LAKES

Two brigades started at Niobe Lake and two started at Crystal. The aim was to rendezvous at the small lake with no name north of Crystal. Then the groups were to pass each other and finish at the other's starting point.

Navigation was so good on this exercise, that while one group was lighting fires at the rendezvous point, the other group came out on the lake right at that point.

Winds and drifting snow made it difficult to see.


EXERCISE # 8
March 7, 1972
WEATHER:
-10°F, snowy, 15 mph winds
DISTANCE:
About 4 miles
TERRAIN:
Deep snow on lakes, heavy underbrush on land
HIGHWAY 11
MARION LAKE
CRYSTAL LAKE
LAKE
COMO
NIOBE
NICKLEBY LAKE
LAKE
PICKEREL

EVALUATION MEETINGS:

These meetings were held to look at various aspects of the exercise the day before. The meetings took the form of oral discussions, with staff members attempting to guide the discussions.

Discussions were aimed at:

- unit and brigade effectiveness
- individual effectiveness
- skill problems: fire-making
  snowshoeing
  breaking trail
  keeping warm
  map and compass usage
- inner feelings
- following the leader
- trips that were too easy (Tuff Lake)
- trips that were extremely difficult (Rawn Reservoir
- drop-outs
- slush on lakes
- attendance at meetings
- problems presented by the girls' brigade

As problem areas were pointed out, changes were suggested to overcome these problems. Attempts were made to put the changes into effect at the next exercise.

As a result of the meetings, many changes took place which made for a more harmonious and effective coping of challenges on the exercises.

The girls' brigade became a drag on the entire unit. They were a happy crew who revelled in horseplay. They did not have the physical strength or stamina to "stay" with the boys. They had serious fire-making problems. The snowshoes and compasses gave them problems that the boys often had to help them with. Yet, they and the boys made every effort to keep them together as a unit. Much heated discussion took place, and finally, after five exercises, a boy's brigade and the girl's brigade mixed - all for the best for the entire group. (It was a pleasure to have this challenge - without it a lot less learning would have taken place.)

We waited a few weeks after the last exercise to get a written evaluation from the participants. We wanted to let the entire program "sink-in", so that in recalling, only the high spots would be remembered by the pupils. These would be the impressions having a strong affect on them.

It is difficult to collate impressions with statistics. We feel that pupil comments give a better impression of the impact of the program. Following is a collation of these comments.

MARKS STREET SCHOOL 1972

VOYAGEURS EVALUATION

Be as specific and detailed as possible. These questions are meant to be a guide in your evaluation, please feel free to expand on these points and bring in other points we may have omitted.

Your answers will be held in confidence and will be accessible only to Mr. S Savoy and Mr. Marchnic. We would like you to sign your name to your paper, but if you feel you can answer more honestly by not signing your paper, please do so.

The purpose of this evaluation is twofold:

a) to let others discover the effects of the Voyageur experience on you,

b) to let you think through the effects of the Voyageur experience on you.

1. Were you in the winter or spring session?

2. One function of the Voyageurs is to have each voyageur examine his position as a contributing member of his brigade. What was your contribution to your brigade?

3. Did you ever feel that at some time you became a drag on your brigade? Why? How did you change your behaviour?

4. Explain the effect of the following on you and your brigade members.

   a) Weather

   b) Fatigue

   c) Bugs

   d) Snowshoes / swamps

   e) Challenge

5. To you as a person, what was the most valuable experience you had as a voyageur? Why?

   What was the least valuable? Why?

6. What were your reasons for choosing the Voyageur elective?

7. Did the program satisfy your expectations? Why?

8. How should students who "opt out" or "spoil it for others" be dealt with?

9. Did you benefit or change in any way as a result of being a voyageur this year? How?

10. How did your parents feel about the program and your participation in it?

11. What should be the teacher's role in this program?

12. Any suggestions as to how to improve the program?

13. Are you planning on taking the Outers program in High School? Why?

A COLLATION OF COMMENTS ON THE

VOYAGEUR WINTER PROGRAM - 1972

MADE BY STUDENTS

Here are excerpts from the evaluations. All are as were written regarding spelling, punctuation, etc.

They were asked several questions. Some were strictly factual, and were designed to get the kids writing. Some questions asked for a subject evaluation of their emotions, etc. The girls were more articulate than the boys, although both had difficulties expressing themselves, probably at least in part because some pretty deep emotions were involved.

Whatever was toughest and gave them the most trouble was the thing they thought most valuable. Overcoming a difficult challenge gave them the most pride of achievement.

***** ***** ***** ***** ***** ***** *

* * * * * * * * * * * * * * * * *

" when someone was in trouble such as the 2nd trip when a lot of people froze their feet and hands we all warmed them up. "

* * * * * * * * * * * * * * * * *

* * * * * * * * * * * * * * * * *

" I think the boys felt that the girls were a drag because we always tagged along and had to borrow their fire to keep warm because we couldn't build our own, and we had trouble breaking trail. Some boys thought that since we were only girls that we were useless. "

* * * * * * * * * * * * * * * * *

" Twice I was a drag because I had problems with my snow shoes. "

* * * * * * * * * * * * * * * *

" No I don't think I was a drag because I was a leader and it was my responsible not to goof-off. "

* * * * * * * * * * * * * * * *

" At first yes. but then I joked around and had lots of fun and didn't take it really as serious as I did the 1st and 2nd. "

* * * * * * * * * * * * * * * *

" I didn't feel that I became a drag to the brigade but to the whole Voyageur group because the girls group was always slowing the boys group down and the boys always having to wait for us. Example - the time that the girls brigade lead the way and got our own brigade and M--'s lost and M-- kept asking us if we wanted them to lead but we were to stubborn to let them until we were completely lost. We changed our behavior by having M--'s and my brigade split up. "

* * * * * * * * * * * * * * * *

" I real don't think I was a drag because I knew as a leader I had to show my brigade to hurry some. "

* * * * * * * * * * * * * * * *

" But I do think that us girls (except L--) were drags to the boys because I don't think they realized that we were girls. One group would treat us like boys and make us do the things the boys did (we could do them but not as fast). Another group thought we were girls and would not let us do a thing. "

* * * * * * * * * * * * * * * *

* * * * * * * * * * * * * * * *

" We all got cold at some time but at least I felt we had to keep going to prove we could do it to the boys. "

* * * * * * * * * * * * * * * *

" Weather - the weather slowed us down the effect it had on me was it made want to push the people that had trouble with their snowshoes. "

* * * * * * * * * * * * * * * *

" Fatigue - we all were tired at some time or another but I tried not to show it. One trip I was really tired is the one my brigade led the way and we got M--'s brigade lost and were one hour late and in History I practically fell asleep. "

* * * * * * * * * * * * * * * *

" After breaking trail I was always tired and In the after noon I was always tired and by the time it was evening I was ready for bed. "

* * * * * * * * * * * * * * * *

" Fatigue - The only time I got tired was when we had to stand around. "

* * * * * * * * * * * * * * * *

" Fatigue - quite a few times I felt that I was going to fall asleep in Geo. and His. although I wasn't tired on the trips maybe because of all the excitement although it was hard getting up in the mornings a few times. "

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" Fatigue effected us quite a bit especially when it was our turn to break trail through knee deep snow with snowshoes. It was tiring also to tramp through the bush and then get held up by a snowshoe mishap. "

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" I felt fatigue many times but never enough to stop. "

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" My snowshoes worked well on all the trips but some people had trouble with them. I learned how to use and put on a pair of snowshoes better than I could before. "

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" I think that everyone had trouble with their snowshoes one time or another and that I can understand but when they have trouble every trip such as one guy, then that was his whole fault because he didn't take the time the night before to get them ready. and then he holds the group up. "

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" Challenge - I felt the whole program was a challenge, - the weather, - but the most challenge was organization put into it. "

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" The challenge was to be able to get along with your brigade. "

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" The challenge made me come better prepared for the trips. "

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" I like to try to do hard things. "

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" Challenge - I think our (at least to me) challenge was to show the boys that even when we were girls to do it too. Another challenge was to go against all other odds (weather, tiredness, etc.) and make it to our destination and back. A great challenge was to stay awake in History. and to endure the smell. "

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" The most valuable experience was having a warm drink. "

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" The valuable experience I had was when I led our brigade to the right position to a lake. "

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" I felt the most valuable experience to me was the organization. Things are smoother going when there organized. The least experience was the first trip because there was no challenge. "

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" The most valuable experience as a voyageur I had was the incident when S-- was hurt because I learned how to make an effective stretcher and take on the responsibility of helping to get her out of the bush. "

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" My most valuable experience was that I learned that a map and compass is a needed thing in the bush. "

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" I now know how I would react if I ever faced danger again and I wish I could get more practice at it. I don't think there was a trip that was least valuable because I learned something at every trip. "

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" My most valuable experience was learning how to dress to suit the weather. "

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"Map reading was my most valuable experience because I never really thought of using a map before. "

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" The most valuable experience was when we had the trip to Rawn Res. Where S-- hurt her ankle and M-- and those guys carried her back on there sholders. Then when we were coming back J-- was frozen and L--, D-- and I helped drag her back to the bus. "

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" My most valuable trip was the Rawn Resevoir, becauce I learn't how to act in an emergancy. "

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" There was now valuable experience. The least valuable was the first because I have been to that lake so many times. It was now fun. "

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" Getting along with all members of our group and learning to dress for cold weather. "

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" I know that it was hard since I was with J-- and I know she was in d discomfort and I know I was cold too. I think we handled it all wrong because we didn't stop and make a fire and I don't think it was all the teacher fault because I know a lot of the kids I was walking with thought that we should have stopped but none of us mentioned it to the teachers.... "

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" I do think that S-- could have walked out and I know I wouldn't want the attention she got because I would have felt stupid. I think S-- enjoyed it. "

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" I chose the Voyageur elective because it was a challenge and a good way of learning survival in the bush, compass and map reading. I also enjoy the outdoors and snowshoeing. "

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" it gave me a chance to get away from school work and relax on a school day. "

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" I also felt that it was the most challenging elective and the others were almost the same as school projects but a little different. I seemed to be drawn toward it because I know now that I learned a lot and faced a lot of challenges that I know I wouldn't have faced in any other elective. "

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" I chose this elective because I enjoy the outdoors, snowshoing, and a challenge. "

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" I like the outdoors and snowshoing and the sent of the woods. "

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" My reasons for joining the Voyageur elective was to hack the weather, get more experience in the bush, read compass better. "

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" Yes because I expected to have many problems and we did. I also expected to get a lot of fun out of it. "

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" I didn't figure it would be that hard but it was good for me. "

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" I've changed a lot. I've excepted more responsibilities. "

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" I have learned a lot about the outdoors, but more than that I have learned a lot about my friends and classmates and a awfully lot about myself. I have found out that if I try at something hard enough I can carry it through. I have learned that all people aren't like I hoped they would be, and when I am under strain, like the boys calling us down, then I feel like giving up. An when I am worried like on that trip where it was -45° that I don't think that I react like I had hoped I would. "

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" It benefited me in how too read a map, navigate, and make a non-smokey fire. It did not change my ways. "

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" Voyageurs is hard work and should be. Voyageurs should be fun sometimes but still on the serious side. I think it has made me more responsible with outdoor things and made me aware of a method of transportation far better and peaceful than cars etc... The Voyageurs program shows many things and I am thankful in being part of it. "

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" I think I did change because I learned how to get along and help others. "

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" Yes because learned different methods of doing things and it changed my personality towards some people. "

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" My parents thought that I should have asked them and discussed it with them. But when I asked them what they would have said if I did ask them, they said they wouldn't have let me. And they honestly thought that you were crazy. "

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" I think my parents felt good that I was taking this program. They thought that I participated rather well. "

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" I think my parents felt it was worthy and I think they realize how much I learned from it. I got a lot of encouragement from my parents enough though I could tell how scared my mother was some - 40° mornings. Sometimes though my sister thought I was stupid to be going out. I felt that I had to prove to my parents and others that I could make it through the whole thing which I am glad to say I did. "

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" They encouraged me but tried hard to keep me home on the cold days. "

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" I think that my parents were glad that I chose this elective, and they went a long with all the hardships like I did - ei. cold weather and wearing the right clothes. They helped me pack and they took turns in driving me to school early in the morn. I am really grateful to them and my sisters for helping me out. "

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" My parents felt that I learned nothing from the program. "

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" I am not planning on taking the Outers program in High School because 1) it will interfere with hockey. 2) I feel I can obtain enough experience on my own in the out doors with out taken this program. 3) from what I hear it is really not worth the one credit. 4) It does not leave me enough time to study for my Exams. "

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" I am planning to take the Outer's program in High School because I like the out doors and would like to take part in the same experiences my brother and sister took part in. "

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" No, because I think it would be too hard. "

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" No because I will have better things to do. "

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" I'm not sure because I have to find out more about it first. "

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" I really do not know if I am going to take the Outers program in High Scool. I will have to talk it over with my parents. "

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CHAPTER III

SUMMARY AND CONCLUSIONS:

In addition to the collation of comments by students, an attempt was made to summarize the general feelings of students in answer to each question. The following is a summary of pupil responses to the evaluation guide as outlined on pages 30-31 of this report. The numbers refer to the question numbers on the evaluation guide.

2. Most members felt they contributed to their brigade in division of labor areas: gathering firewood, lighting fires, cutting hole in ice for water, making tea. Some members felt their contributions went a little beyond this in the area of leadership: keeping brigade together, leading brigade by map and compass.

3. Generally, the girls felt they were a drag on the boys (and most boys concurred). The girls worked very hard at trying to prove to the boys that they were as physically capable. They never succeeded—but they sure worked at it.

4. Most members were affected by the weather at the outset, but as time wenton, they learned to cope with the weather by dressing properly.

Snowshoes presented a problem at the outset, but as the program progressed, skill development soon allowed them to overcome most problems.

Most members found the exercises challenging and the fatigue following the exercises satisfying.

5. The experience of the second outing, whereby an accident and -60 F. chill factor caused extreme hardships, was listed by most Voyageurs as the most valuable experience. They stated in many cases that they were extended beyond what they felt they were capable of doing--and found great satisfaction in accomplishment.

The least valuable experience for most was the first trip because it was so easy.

6. There were numerous reasons cited for choosing the voyageur elective, but the one most mentioned was that of the challenge offered by the program.

7. Most participants were satisfied with the program since it was as "tough" as they had expected, and they felt a sense of achievement. However, some participants felt the program was not tough enough.

8. Many felt that students who "opt out" or "spoil it for others" should be dropped from the program. The general feeling was that discipline should be handled by the teachers, rather than by the peer group.

9. It was difficult for participants to assess changes in their own behavior. However, some felt that they developed tolerance for others, and more appreciation of nature. A good many felt that the program did not change them in any way.

10. Most parents felt the program to be worthwhile, but some did feel their children should not have been involved. (Many pupils chose the program without informing their parents, since they knew their parents would not have given them permission.)

11. The general feeling concerning the teachers' role was that the teachers should interfere only in cases of discipline or impending danger.

12. There were many suggestions for improvements of the program:

--separate boys and girls programs
--allow participants to be more involved in planning exercises
--full day instead of half-day exercises
--smaller brigades

13. Most pupils felt they could not make a decision now on the High-School Outers program; they would have to take a look at the over-all situation at the time.

It is difficult to take each problem as outlined in Chapter I and say that here and there we have successfully (unsuccessfully?) attacked the problem. However, it may be stated that these were some of the principal results of the program:

CHAPTER III

SUMMARY AND CONCLUSIONS:

Below are some quotations from the writings of those persons involved initially in the Outward Bound idea:

KURT HAHN: "It is the sin of the soul to force young people into opinions - indoctrination is of the devil - but it is culpable neglect not to impel young people into experiences."

SIR SPENCES SUMMERS: "Moral and intellectual integrity cannot be learnt from text-books nor contrived in the laboratory."

GEORGE TREVELYAN: "Without the instinct for adventure in young men, any civilization, however enlightened, any state, however well ordered, must wilt and wither."

ADAM ARNOLD-BROWN: "It should not be forgotten by those who fight shy of character training that negation may be as powerful a force as positive intent. The character of the young is shaped in the absence of guidance just as surely as it is shaped by doing."

MR. GEOFFREY WINTHROP YOUNG: "Every individual should be given an adventure early in life, so that he may discover himself in the round, and may make a beginning

with repairing the weakness, as well as exercising the strength, of the self he discovers."

EARL MOUNTBATTEN: "One of the first lessons we learned was that an Outward Bound activity must not only have an object but that it must be a difficult one. The participant must return feeling that he has been tested...."

THE GORDONSTOUN PROSPECTUS: "But a school must eat itself a more difficult task than the survival of the tough boy; it must strengthen the delicate, not only in his own interest but also for the service he can then render to his country. Here an important issue is involved. It is the thoughtful men, by nature often not ready to act, whose services no nation can dispense with: he needs a resilient body and a trained will so that he can effectively resist the man who cannot think but who is ready to act."

It is difficult to take each problem as outlined in Chapter I and say that here and there we have successfully (unsuccessfully?) attacked the problem. However, it may be stated that these were some of the principal results of the program:

1. Brigades were forced to work together as a team - or suffer discomfort.
2. Individuals learned to overcome some natural obstacles; extreme cold, slush, winds, hilly terrain, heavy underbrush.
3. Participants were extended in covering the proposed route in the alloted time.
4. Many skills were developed, some to exceptional competency; snowshoeing, map and compass usage, fire-making.
5. Some personal toughness seemed to develop in stamina, self-control, and perseverance.
6. Over the course of the program many pupils gained confidence, and with it self-reliance and initiative.

RECOMMENDATIONS:

1. The program is successful in strengthening individual character and thus attacking some of the problems as outlined in Chapter I.
2. The program should be run in four phases for the 1972-73 school year. This is to accommodate all pupils in the Grade Eight population that wish to become involved.

   Phase I: FALL - 6 weeks - Sept. 11 to Oct. 20

Phase II: FALL - 6 weeks - Nov. 6 to Dec. 15

Phase III: WINTER - 8 weeks - Jan. 15 to Mar. 9

Phase IV: SPRING - 8 weeks - Apr. 15 to June 6

3. The number of Voyageurs in any one phase of the program should be limited to 24 (optimum) with two staff members.
4. Because of the suspected large number of pupils wishing involvement, pupils should only be allowed to be in one phase of the program. All participation to be voluntary.
5. Exceptional participants should be allowed and encouraged to become involved in more than one phase of the program.
6. Brigades should be mixed with girls and boys - six to a brigade.
7. Brigades should be made up by staff members. Leaders should evolve or be chosen by brigades after two or three exercises.
8. Easy exercises are of little value. Exercises should be set so that it appears just beyond the capabilities of the group. All exercises need to extend the group - physically at least.
9. Movement by canoes, snowshoes, and on foot offers good challenge. Consideration should be given to cycling.
10. Land and lake traverses should still be employed. Some thought should be given to rock-climbing.

- B I B L I O G R A P H Y -

Numerous reports on the Atikokan High School Outers Program.

Reports on the Atikokan Eye Lake School Camping Program.

Human, Gary. A Collation of Survival Techniques. Atikokan High School.

McArthur College of Education. Open Country Guide.

Canadian Air Force. Survival Hints For The Sportsman.

Smith, Carlson, Donaldson, Masters. Outdoor Education. Prentice Hall Inc., Englewood Cliffs, N.J., 1963.

Canadian Scout Handbook. National Council Boy Scouts of Canada.

Kjellstrom, Bjorn. Be Expert With Map and Compass. American Orienteering Service, Laport, Indiana, 1967.